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URBAN MUNICIPAL
JUL 23 1991
GOVERNMENT DOCUMENTS

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IMAGES

EDITOR
Marianne Wilson

ASSOCIATE EDITOR
Bruce Picken

PRODUCTION CO-ORDINATOR
Nan Dickson

ART DIRECTOR
Marianne Wilson

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Images features all aspects of Mohawk life. It is distributed to a diverse audience vital to Mohawk's ability to serve its community's educational needs. The distribution of Images includes: secondary school guidance counsellors, teachers and students; area business leaders; boards of education; federal, provincial and municipal elected officials and staff; public libraries, Mohawk College full-time and part-time students; Mohawk College board of governors and advisory committees; and Mohawk College faculty and staff.

Requests for personal copies of Images may be directed to:

Community Relations Division
Mohawk College
of Applied Arts & Technology
P.O. Box 2034
Hamilton, Ontario, Canada
L8N 3J2

Comments and story leads are invited and may be addressed to the Editor of Images, Community Relations Division at the above address.

Mohawk College
of Applied Arts and Technology

Mohawk College

Department of Medical Laboratory Technology

Open House

Location: Medical Laboratory Technology Building
Chedoke Campus
Date: Tuesday, April 9, 1991
Time: 6:30 p.m. - 8:30 p.m.

• *demonstrations* • *tour of facilities*
• *faculty representatives available to discuss programs*

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Take Part In Parts Management

Mohawk College, in co-operation with the Hamilton Automobile Dealers Association, is offering opportunities in the Auto Parts Industry.

Commencing September 1991, Mohawk is implementing a 36-week full-time training program in Parts Management and Merchandising, to train qualified people for the Auto Parts Industry. Graduates may seek employment with automotive dealerships, parts outlets, warehouse distributors, parts manufacturer sales and other related areas.

For further admission information contact the Registrar's Office at (416) 575-2275.

For Program information contact D. Wrigglesworth at (416) 662-3700.

Mature Student Profile

By Cory Richardson

Starting college or university is a horrendous experience for anyone, but after graduating seven years ago, vowing never to write another final exam, or trying to understand how many apples Johnny has if he gives Ted 12 and Mary 13-1/2, and takes back three from Sally, I'm back at the old pencil and paper grind.

The first time I walked through the front doors of the college, I was terrified. I thought everyone knew that I wasn't 19. I remember thinking that they probably thought I was someone's mother coming to pick up their child – that was even before I got accepted.

After I got accepted, it was even worse. In my mind I would set a scenario of me walking into class and the teachers saying that I would have to wait outside until my child was done orientation.

I finally made it here and to tell you the truth, it wasn't all that bad. There are a lot of older people at the college and I find that I even fit in with a lot of the "younger" people as well.

But it wasn't until my second year that I came across a club for mature students. It's a self-help club of mature students, with approximately 20 members, all of whom will let you know that you're not the only one in the college who is above the age of 20.

The club was originally formed by Jackie Donnelly, a counsellor with the college, and is now run by the students themselves, with Rudy Duerkson as the club's president.

It started out as a small group of students who just wanted some help adjusting to college life after being out of school for a while. But as the year went on, the group soon grew big enough to be a club, and believe me, this club is fantastic!

The Mature Students Club is made up of all age groups above the age of 20, and not just first years but second and some third year students as well. The students meet during common hour on Wednesdays to talk about anything from how to improve their study skills or their similarities as mature students.

I find the Mature Students Club the perfect answer to college life for a mature student. In a facility where activities are geared to the younger students, it helps to have someone born in your generation to relate to.

The educational part of school is great. I found it a little tough to get started, which seemed to be the norm with most students that have been out of school for a while. I found myself wishing there was some sort of workshop, or self-help group that could help students, like myself, who have been out of school for a long period of time and don't have great study skills. Again, the Mature Student Group comes into play. The club holds workshops and group talks on how to improve and develop learning and studying skills.

The teachers here are wonderful! If you need help, you've got it! If you don't understand something, they will do everything in their power to make sure you do understand. Which, to me, is a big change from the time I was in school and the teachers didn't seem to mind if you didn't understand, they would pass you anyway.

I was really impressed by the teachers who will give you their phone numbers, and if you have a problem with the assignment, or just would like an ear to listen to, they are there for you. To me this means that the students mean something to the teachers at this college, and we're not just something to pass the time away.

I guess, to sum everything up, college life can be very hectic, trying and fun. But if you stick with it, and use your time wisely, you can make it.

Oh, and about the age problem, I have overcome it. In fact, being in college has done a lot for my ego. People now think I'm 19 and who am I to correct them?

Cory is a second year student of the 3-year Advertising-Creative program.

Mature students work in varied learning capacities at Mohawk College.

Transkills

By Larry Meyer
Student Placement Office

In his brilliant work, "Deschooling Society", Ivan Illich writes of a blurred logic within the school system. It's a logic that confuses teaching with learning, grade advancement with education and a diploma with competence.

Employers looking for graduates in the electronics field might be able to relate to his thinking. An industry of millispecs is being fed by general education macronauts - passive pilots on autocontrol within our training institutions. This isn't to say that our training institutions should be turning out highly tuned, top flight professionals.

The fine-tuning should be the role of industry. Too often industry simply lacks the desire or ability to devote resources; hence the common cry for highly-skilled workers. However, industry needs good clay to mould state-of-the-art personnel. Someone not only taught to learn, but wanting to. Industry and education must work together to accomplish this. Education must understand the real needs of industry, and employers have to come to terms with the monoliths that are post-secondary institutions.

Electronics employers in the Hamilton-Wentworth Region are moving in that direction.

Transkills (the Hamilton-Wentworth Skills Training Advisory Committee) and Mohawk College have teamed up with front line members of the electronics industry to try to meet their training needs. Transkills identifies itself as a community-based regional centre for identifying and effecting education, skills training and retraining to meet the goal of global competitiveness.

In an effort to ensure that the investment of training dollars within Hamilton-Wentworth were industry led, Transkills began a recruiting drive of employers interested in investing their time and resources. The benefits for involvement were clear; the development of a better Electronics Engineering Technician and an opportunity to upgrade the skills of their own people.

Mohawk College, as the agent delivering the training, was responsible for accepting and implementing recommendations put forward by the industry group.

Transkills, through the Federal Government, funded the college to provide the training. By mandate, Transkills is obliged to follow the direction issued by industry, so, in fact, industry had the college's ear through its purse strings!

One of the most important things in producing competent technicians is being able to select who will get the training. Because the program was government sponsored, all candidates were collecting unemployment insurance and were eligible for subsidized training. In this case, the industry group interviewed 40 of the best candidates, then selected 20 for the program. Determining up front the skills that were needed resulted in a 75 percent success rate within the class. That compares with 50 percent for regular stream college students in the same program. Life experience, interest and dabbling in electronics were criteria that weighed greater than academic background. Already, private sector involvement was paying off.

As the program commenced, and in anticipation of a second program, the industry group began reviewing course curriculum. Due to the diversity of the group, from service to retail to industrial manufacturing, most of the existing college curriculum was deemed valuable, although recommendations were put forward to update instruction and introduce an analytical trouble-shooting component.

The industry group has not turned its attention to selecting students for a second class. They will also be focusing on setting up specific programs for existing personnel.

Seem like too much work to get involved? John Bastedo, production manager of globally competitive Istec Inc didn't think so.

"When I was asked to get involved initially it was good timing," he said. "We've been struggling to find good personnel and if what we're doing improves the labour pool overall it's better for all of us.

Mr. Bastedo feels a more specific benefit will come when the industry group sets up its own upgrading programs for existing personnel to address a problem that has countrywide implications.

"A national problem to be addressed is quality at a workmanship level. Somehow there's a conception that quality is only for some people . . . such as circuit board designs for a fighter jet as compared to a blender. Instilling quality in all work comes back to addressing high reliability techniques at all levels."

The Hamilton-Wentworth model needn't be exclusive to that community. Linda Moore, executive director of Transkills, says industry can take charge of its training destiny in any community.

"If a company is having problems getting skilled people, they should call the competition to see if they're in the same position. If so, they should get together, identify their needs, then contact the local Canada Employment Centre manager to find out what help may be available to them. Different communities have different resources so they should also find out if they have a CITC, Community Futures group or a Chamber of Commerce, all vehicles to bring their issues forward."

Ms Moore feels the time for industry to take charge has arrived.

"We've allowed government and education to take the responsibility for training and it doesn't work. If they (industry) don't take responsibility for their own needs, it's not going to happen."

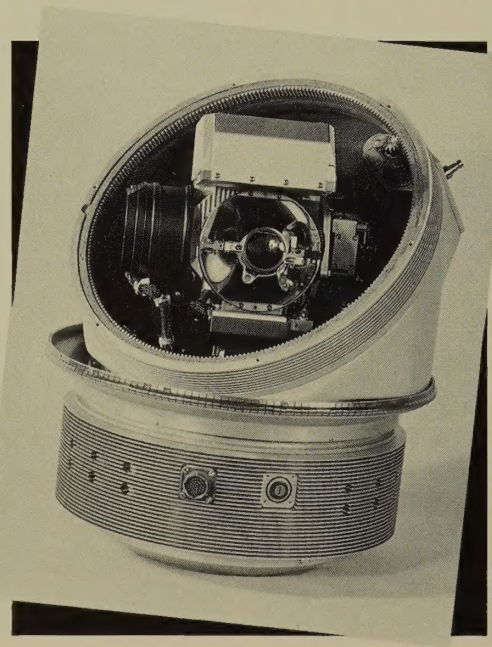
The importance of getting involved at the local level, says Ms Moore, could mean the ability to influence training decisions.

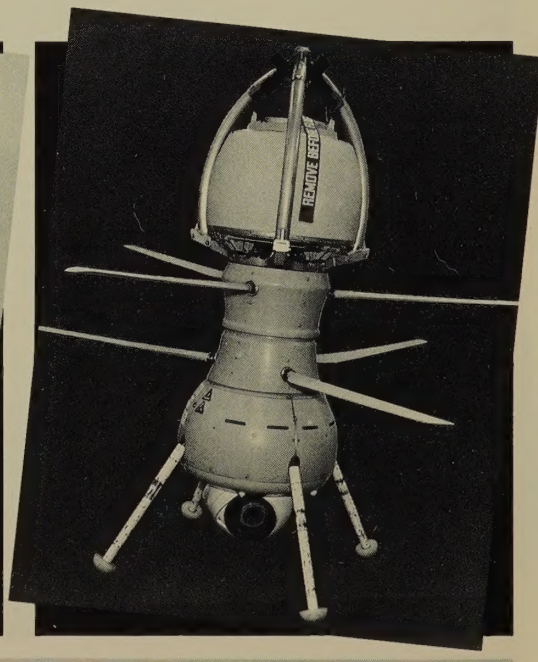
"If, at the national level, electronics is deemed important and Ottawa decides upgrading is the way they're going, that's important. But if entry people are needed locally and industry is organized, they also can get help to do the training they need."

Istec Inc., a leading corporation in the manufacturing of sophisticated sensor stabilization systems, helps Transkills determine their training needs. Transkills, in turn, purchases this identified training from Mohawk College.

Photo left: Istec's principle product line is a potential range of airborne sensor systems. The Goodyear blimps, for example, regularly fly with three Istec stabilization systems similar to this one.

Photo right: The Istec 12DL300 Wescam system on a Canadair CL227 remotely piloted vehicle. This is an example of a state-of-the-art high-tech product that Mohawk students are given the opportunity to work on and develop.





Native Community Care Provides Native Designed Training Program

By Bruce Picken

A Native-designed post-secondary diploma program is helping First Nations people acquire skills as community care, substance abuse and mental health workers.

Native Community Care (NCC) was developed from a collaborative approach among community workers; the Union of Ontario Indians; Association of Iroquois & Allied Indians; the Anigawncigig Institute for Native Training and Research; Cambrian and Mohawk Colleges.

The goal of NCC was to produce a program which would combine knowledge and skills for competency based education.

"A Native task force on community care, established by the Union of Ontario Indians and the Association of Iroquois & Allied Indians identified the training needs," said Ralph Scharf, Dean, Brant Campuses.

The next question was how to deliver the program.

"There were two different ways to start the program," Scharf continued. "First, we could deliver it at the college and request that people come to take it for accreditation or we could get people already in the field to say they needed to upgrade and continue their training through distance education."

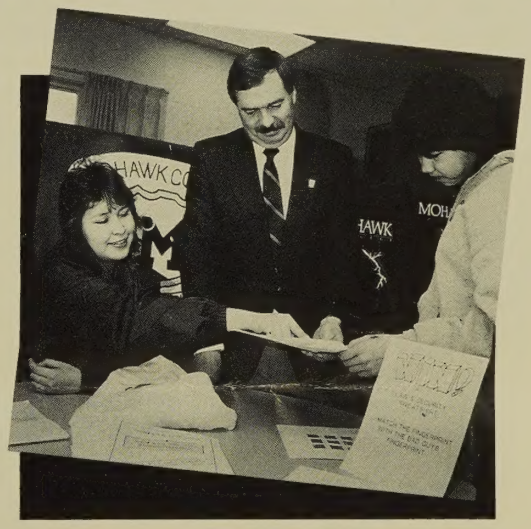
The second route was chosen and – with financial help from the Provincial Government through "Contact North" and the Union of Ontario Indians – a creative fund totalling $249,000 was established to design distance education material using learner centred modules.

The program is common for all students throughout the first three semesters. It looks at areas such as: Personal Growth, Communications Skills, Behavioural Science. There is also a Native Specific course with Traditional Indian Health Practices, Native Family and Native Culture & Heritage. During the final semester students choose a specialization in either community care, substance abuse or mental health.

Native Community Care started as a modified distance education program for workers currently in the field, but is now also offered as a regular delivery program open to all qualified applicants. Graduates might find positions with First Nations councils, boards of education, hospital boards, treatment centres, shelters for battered women, homes for the aged, nursing homes, organizations for the physically and mentally disabled prevention centres.

NCC was awarded a Spotlight Award by the Association of Community Colleges Conference three years ago in Halifax. It was also invited to present a poster session at the International Circumpolar Health Conference in Whitehorse last year.

Photo below:
Native Community Care started as a modified distance education program for workers currently in the field, but is now also offerred as a regular delivery program open to all qualified applicants.



Credentialism

By Mark Garber – Co-ordinator, Graduate Placement

Scarcely have we emerged from that decade of corporate sleaze and junk bond junkies that Tom Wolfe described so brilliantly in *The Bonfire of the Vanities,* than another issue emerges to captivate our interest and energy.

Sufficient unto the decade are the evils thereof – but one of the old dogs in the human resources kennel is beginning to growl again at a time when companies are acutely cost-conscious in the search for "the right stuff". Fewer places and high recruitment costs are seeing a revival of the placement office/career services bugaboo – credentialism, the academic credit card – is again becoming a familiar phrase.

Credentialism is not a new problem: wherever humanity goes, the problem is sure to tag along. What makes the problem a particularly nasty one is the major impediment it places in the career paths of so many young people. One is not judged by one's ability, talent or potential as much as one's academic pedigree. And the day that pedigree predicts performance is the day the word "professional" becomes suspect.

When major corporations decide on an elitist hiring program, it can not only affect the graduates from Punkeydoodle Tech, but eventually sets into motion a set of conditions that can affect a company negatively.

Rather than developing a creative, competitive environment, credentialism can set up a climate of entitlement – the most counter-productive environment of all. The Harvard Business Review has a veritable litany of case histories that illustrate the dangers of elitist hiring procedures.

In the mid-sixties John Porter wrote the classic analysis, *The Vertical Mosaic,* that revealed the highly credentialistic nature of Canadian society. To date, not a single study has convincingly proved that there exists a positive co-relation between successful corporate and industrial careers and the origin of the degree/diploma credentials.

To get down to cases: Canada's community colleges have, in the past 25 years, through articulation processes and through productive intercourse with industry, developed a training culture that has streamed thousands of students into the Canadian workplace. Many of these institutions are now retro-fitting university graduates with in-demand marketable skills and attitudes.

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Colleges perform major upgrading and retraining tasks for the nation. To categorically deny a community college graduate access to executive training opportunities places them with a status that is a powerful braking process on the development of creative Canadian talent.

We possess one of the most multi-layered educational streaming systems in the Western world. This article is being written in hopes that the tendency towards elitist recruitment procedures will be countered with a close examination of real company staffing needs. A vigorous society needs challenges and openness and a climate where talent, no matter where it's from, can rise to the top. The de-streaming, de-regulating processes taking place in North American society are necessary antidotes to the institutionalization of privilege.

The question of merit versus social justice is, as most complex ethical problems, a question of right versus right, rather than right versus wrong. It is hoped that that high-wire act being performed by some major corporations is just that – and not a preview or a prelude to stiff-armed gatekeeping techniques.

Nelson's Expertise and Determination Win Admiration and Respect

By Bruce Picken

A statement made while teaching a Continuing Education electrical course several years ago started Bob Nelson on a path to becoming an Accidental Tourist.

Nelson commented that he thought the index of the Canadian Electrical Code Book was poorly laid out. It happened that a standards administrator for the Canadian Electrical Code was taking the course.

Nelson was invited to look at the next book and, along with two other experts, offer input. And now the 44-year-old Ancaster resident who teaches at Mohawk's Wentworth Campus is touring coast-to-coast as a specialist giving advice on the Canadian Electrical Safety Code. He will have travelled from St. John's to Vancouver by May.

"I'd never been out of Ontario, except for a trip to Montreal," Nelson said. Nelson added that the college is flexible which enables him to schedule classes around his travelling. The seminars are two days long.

"The questions are usually the same, no matter which part of the country you're in," he said. "There are usually some local interpretations. For instance, in Newfoundland you have to mount the fixture on a box in some locations, but not others for some reason."

The panel doesn't have any legal power, only moral suasion, but it's still a worthwhile exercise.

"It's a chance to clean up ambiguous areas of the code, grey areas that have to be clarified," Nelson said of the document which is updated every four years.

There were more than 700 changes in the last publication of CE Code Part I.

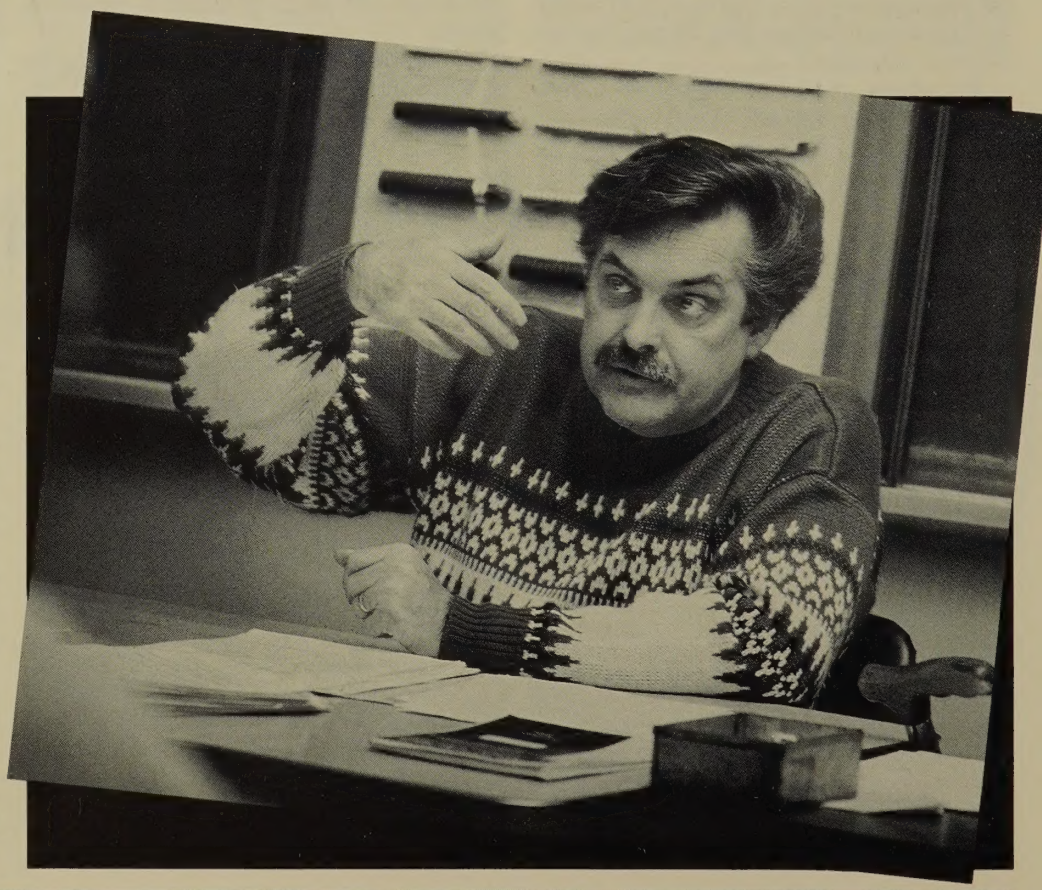
The respect from Nelson's profession is matched by the respect his colleagues and students have for his tenacity and determination. He was diagnosed as having multiple sclerosis in the early 1970s; his aunt also had MS and Nelson said he knew he had it from his symptoms before the doctor's diagnosis.

Bob finds it difficult to get up and down steps and his stamina isn't what it used to be. He bought a wheelchair recently and uses a cane to help him walk. His van is specially fitted with hand controls and his wife Marjorie and two sons moved to Ancaster from Hamilton five years ago into a house which is less taxing for him to get around.

Despite the frustration he says he feels at times, Bob is usually in his office before 8 a.m. to assist students needing help. He is also known for his accessibility with new instructors still learning the ropes and new Canadians trying to cut through red tape so they can resume their positions as electricians.

When Nelson was given a President's Award for Excellence in early December, the theatre erupted with applause as hundreds of his fellow employees recognized the grit and dedication of this special man.

Photo below:
Bob Nelson. His determination has won him respect and admiration by all.



Mohawk's MCA Doing the Job for Non-Profit Organizations

By Bruce Picken

Clients as disparate as the University of Toronto and the Boy Scouts have benefited from MCA Advertising.

MCA is made up of 23 third year Mohawk College advertising students under the guidance of Peter Dyer and Cathy Garrick, professors in Media Studies.

"We run it just like an ad agency," Dyer says. "We have an executive vice-president and general manager responsible for running it. We have a vice-president creative director, a production manager, five account vice-presidents, five copy writers, art director, etc."

Dyer said that the agency was strictly for non-profit organizations. They have 19 active accounts; all have paid a modest $35 retainer for MCA's talent.

The $35 gives clients "any amount of work" according to Dyer who was a Creative Director at Vickers & Benson in Toronto for seven years before joining Mohawk.

"We're probably the only agency in the world that turns down business," Dyer said with a laugh.

MCA was asked to plan a female oriented sexual awareness campaign at the college several months ago with an emphasis on how to avoid sexual assault. An employee at the University of Toronto heard a radio interview with Dan Glover, Mohawk's Director, Consumer Services, talking about the campaign.

"They phoned us and asked if we could send posters and table talkers for them. Now they're using it at the U. of T.," Dyer said.

The posters are set in a spooky looking forest with safety tips. They start off with: A Word to the Wise with a tip. For example, Have your key ready to open your car before you get to it, or Don't take anyone "home" after the pub.

The local Boy Scouts were helped with their Apple Day promotion. They had a $5,000 increase in donations during their mid-October drive. The Hamilton Safety Council and VON are other clients.

Program graduates have a good placement rate.

"About 1/3 of Kelley Advertising's employees graduated from here, and the local TV station and radio stations employ our graduates," Dyer said with some satisfaction.

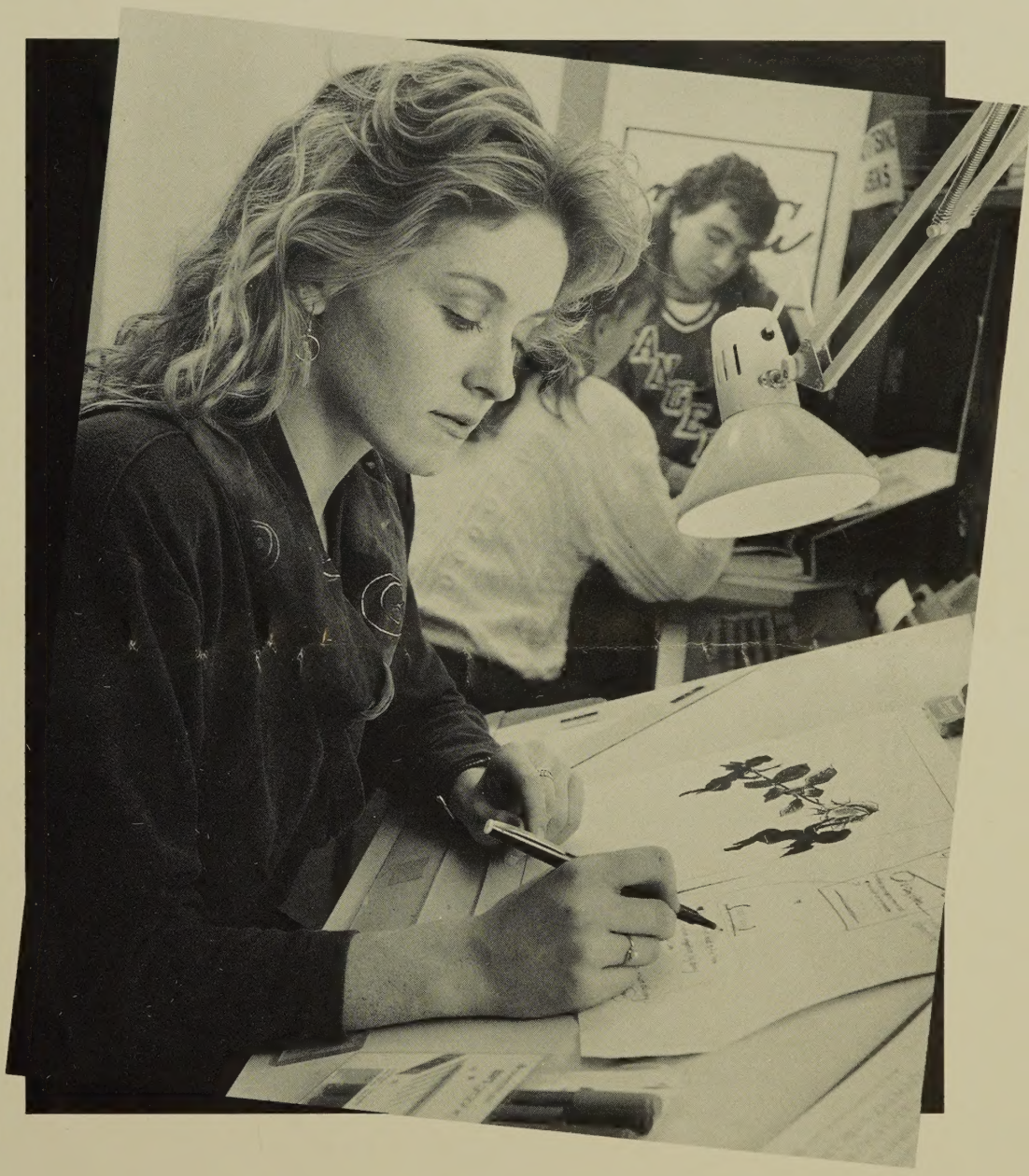


Photo:
In third year of their program, students of MCA run an advertising agency. Their responsibilities include layout, design, copy writing and media plans.

McMurdo Nominated for Juno Award

Mohawk music professor Dave McMurdo was nominated for a Juno Award in the Best Jazz Album category in Vancouver early this month.

McMurdo – who has been with Mohawk for six years – lost to Mike Murley's "Two Sides". Another Mohawk professor, Mike Malone, is a member of The Mike McMurdo Jazz Orchestra. Four other members are part-time instructors at the college.

Although Murley won for best album, McMurdo knows about Juno Awards. He won several Junos, and a Grammy, as a member of Rob McConnell's Boss Brass.

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- Office Administration
- Medical Transcriptionist
- Food and Beverage Management*
- Small Business Management

SCIENCE AND TECHNOLOGY

- Civil Construction and Transportation Engineering Technology*
- Computers*
- Industrial Management and Mechanical Engineering Technology*
- Electronics and Electrical Engineering Technology*
- Chemical and Materials Engineering Technology (Environmental option)*
- Packaging Management*

SKILLS DEVELOPMENT

- Parts Management and Merchandising
- Stationary Engineer

*Co-operative Education programs available

For more information, contact:

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